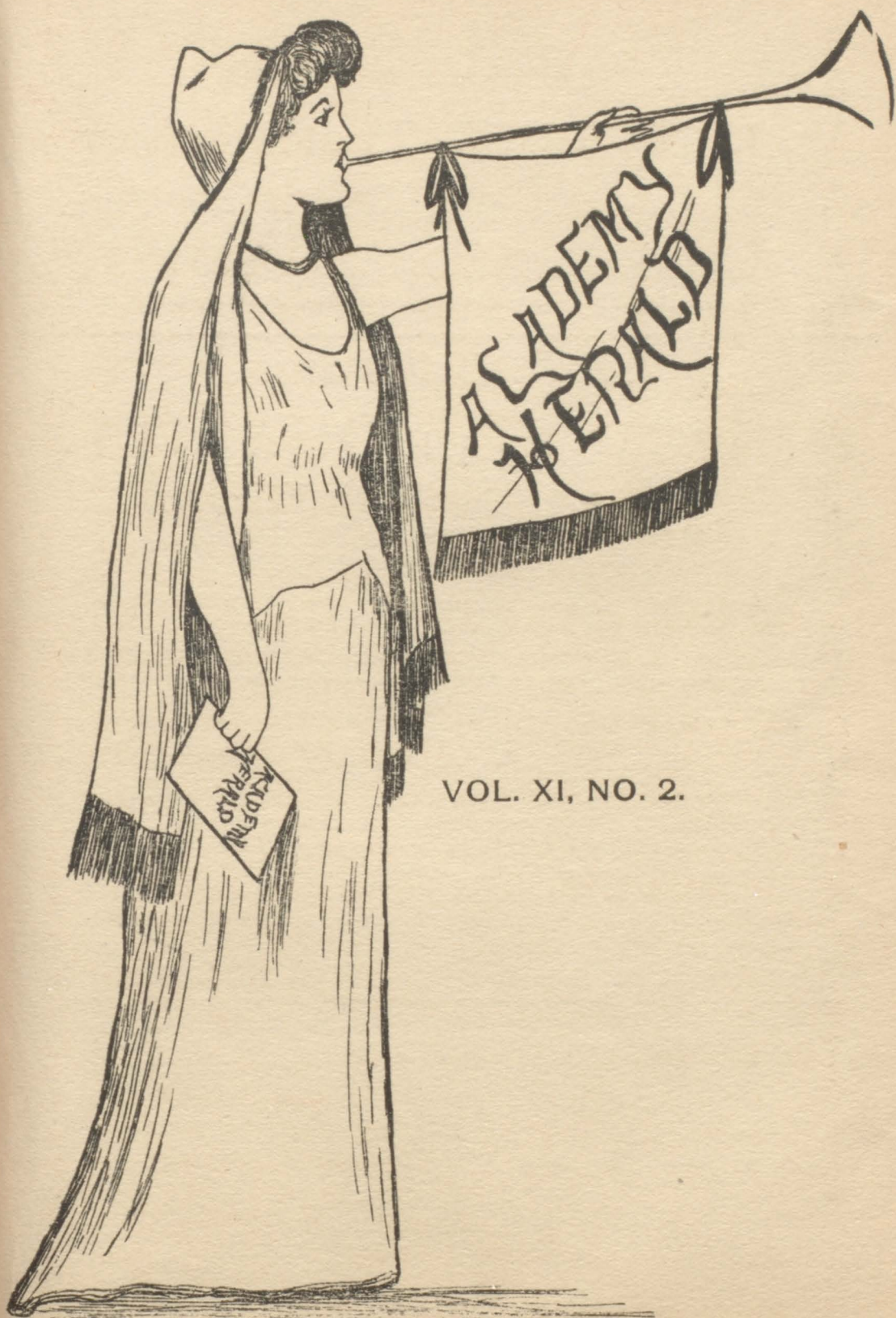




VOL. XI, NO. 2.

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The ACADEMY HERALD

Vol. XI.

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ALTHOUGH we realize that this number of the Herald is rather late in making its appearance, yet we hope our readers will find interest enough within these pages to compensate for the delay. With this issue we complete our term of service in the editorial capacity, and we wish to express our gratitude to our advertisers, contributors and subscribers for their co-operation and support. To our successors we extend good wishes for their prosperity, hoping they will find their term of service as pleasant and profitable as ours has been.

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THE saying that "a person does not know what he can do until he tries," is one that we would do well to remember, especially during our school life. If we have a lesson especially hard, we may sometimes say, "I never can get it anyway and might as well not try." As a result we go to class unprepared and receive a zero mark.

On the other hand, if we sit down and spend a solid hour in study, we cannot fail to learn *something* about it, and we go to class with an accurate knowledge as to what portion of the lesson bothers us most, and with our minds receptive for the help which our teachers are always ready to give. When it was proposed to have toasts at the banquet given by the Girls' Basket Ball team in honor of the Boys' team, many of those asked to respond said they couldn't possibly do such a thing, but some said they would *try*, and while there may have been no polished speeches, those given were much enjoyed by all present. This is only one example, but it serves to illustrate the truth of the above saying, which, if kept in mind, will be of value, not only to ourselves, but to those around us.

WITH the money donated by loyal alumni and that raised at the Academy Fair, we have been able to stock our bookcases with a collection of books of which we may well be proud. We believe few secondary schools are better off than we in this respect. Besides the best encyclopædias and reference books, we now have many of the best works of the standard authors. These books were bought, not to grace the book shelves, but for the students' use. We are aware that many of our students make use of these books, but we also realize that there are a large number of our scholars who have not even made themselves familiar with the titles. Why not spend that

spare period in reading something worth while, instead of idling away your time, or, what is worse, disturbing others? It is as easy to acquire a taste for good reading as for that which is cheap and trashy, and most of us, even during our school days, may, if we will, enjoy and become familiar with the choicest gems of English and American literature.

OUR system of reporting in regard to whispering and other forms of communication, gives each scholar an opportunity to show how much he values his honor. The majority will report truthfully, but there are always some who will persistently annoy others by whispering, and still report as not having communicated. This not only lowers such students in the respect of their schoolmates, but their teachers also soon become aware of their dishonesty. The plan has much to recommend it, for it greatly improves the general order, and also raises the standard of scholarship to a large extent. If those who report untruthfully would only stop to think this over, they will see that they are the losers rather than the gainers by their course of action, for if their honor is not to be trusted in so small a matter, they surely cannot be trusted when it comes to the larger affairs of social and business life.

THE idea of having current events alternate with quotations at the morning exercises has much to recommend it, and should result in much

good to every student. By this means each student is led to learn some of the best thoughts of the best minds, while the current events, told in his own words, teaches him to express his thoughts in a clear and concise manner and keeps him in touch with what is going on in the world. The teachers' mornings are especially interesting and helpful, as shown by the close attention of every student.

The Siege of Troy.

On the shores of the great Aegean Sea, under the special protection of the gods, there stood, in ancient times, the famous city of Troy. Neptune and Apollo had built its impregnable walls. Priam was its king. He lived in an immense palace, with his fifty sons, and hundred daughters-in-law. Hector, his eldest son, was his pride and joy, but to Paris may be attributed the fall of his father's great kingdom. Since this had been foretold by an oracle at the time of Paris' birth, he had been carried to the forests of Mount Ida, and there left to perish. But a shepherd rescued and cared for him. One day, as Paris was watching his sheep upon the mountain side, the three great goddesses appeared to him, demanding that he award the golden apple which Eris, the goddess of Discord, had marked "for the fairest." Minerva promised Paris great wisdom if he should choose in her favor; Juno, wealth and power; and Venus, the most beautiful maiden in the world for his bride. Without hesitation, he bestowed the coveted fruit upon Venus, thereby incurring the eternal enmity of her two rivals. Guided by Venus, Paris returned to his native city, made him-

self known to his father, secured his favor, and obtained from him a fleet for a voyage to Greece upon a pretended worthy errand. It was here Venus had promised that he should find his fair spouse. Falsely deserting his first wife, the nymph Oenone, accompanied by a small band of shepherds, he set off upon his treacherous mission.

In the palace of Menelaus, King of Sparta, there was great rejoicing. Jupiter's marvelously beautiful daughter, Helen, after long wooing by countless suitors, had at last shown her preference for him, and the pair had been happily married. A wise precaution had, however, been taken by Helen's stepfather. Such a prize as she was rare, and he had persuaded all her former suitors to bind themselves by a solemn oath to aid in restoring Helen to her husband, should she, at any time, be stolen. The wisdom of this plan was made manifest all too soon. The accomplished young prince, Paris, came, one day, to the Spartan palace, and was received with great hospitality. Gaining at last the complete confidence of the king, he was left with Helen, while Menelaus departed upon a voyage to Crete. Paris successfully wooed her, and, basely betraying his trust, fled with her to Troy.

Upon his return, the fury of Menelaus knew no bounds. The parties to the contract were at once called together, and revenge was plotted. Agamemnon, the brother of the king, was chosen leader of an expedition against the land of Priam. One former suitor failed to respond to the summons. This was Ulysses. Recently married to Helen's cousin, Penelope, he dreaded to leave his wife and little child, and sail far away from his beloved home upon the rocky isle of Ithaca. When Pelamides was sent to

urge him, Ulysses feigned insanity by plowing his field with a horse and ox, yoked together, and sowing it with salt. But the wise messenger suspected his motives, and put in the path of the plow Ulysses' toddling infant. The care with which the plowman turned his ill-matched pair aside, proved to the complete satisfaction of Pelamides that Ulysses was in his right mind. Still the oracle declared that one more hero—Achilles—was necessary to a successful expedition, and Ulysses was despatched in search of him. Suspecting that he was disguised as one of the daughters of Lycomedes, King of Scyros, he visited the island in the garb of a peddler. Upon the display of his wares, all of the maidens, except one, chose trinkets. She selected a sword, and showed such great skill in its use, that she at once betrayed herself as none other than Achilles, whom Ulysses, by his eloquence, persuaded to return with him. At last, all of the Grecian heroes were gathered at Aulis with Agamemnon, ready to depart—the wise old Nestor, the crafty Ulysses, the invincible Achilles, the brave Ajax, young Diomedes, and many more.

After a long voyage over the sea, they reached their destination, where the Trojan force was awaiting them upon the shore. Hector was its leader. Then followed one of the most memorable sieges in all history. For ten long and bloody years, every means was tried to break down the walls; every device was perpetrated for gaining entrance to the city, but all to no avail. When fair Chryseis, a Trojan captive, had been awarded to Achilles as a prize, her grief-stricken father earnestly begged the gods for her release. A terrible plague broke out forthwith in the Grecian ranks, and an oracle declared that it could be stayed only by restoring Chryseis to her

father. No sooner was she returned than the plague ceased, but Achilles, bereft of his treasure, swore never more to wield his sword against the Trojan race, and for many days sulked in his tent. His mother, the sea-nymph Thetis, prayed that the Greeks might have no success until her son's wrath should be appeased. Without their mightiest warrior, the courage of the Greeks fell, nor were the Trojans long deceived when Achilles' friend Patroclus, joined battle in the well-known armor of Ithacus. Hector slew Patroclus, and donned his armor. Upon receiving the news of the death of his dear friend, Achilles wept so loudly that Thetis arose from the depths of the sea, and inquired the cause. As soon as she had procured for her son a suit of armor, fresh from the forge of Vulcan, he sallied forth, forgetting his oath, in his thirst for revenge. He slew Hector, and attaching the dead body to his chariot, dragged it nine times about the walls of the city. The gods themselves in the form of men, mingled in many an engagement—Juno, Minerva, and Neptune, as allies of the Greeks, and Venus and Mars, as aid to the Trojans. Venus had even gone so far as to snatch away Paris into a cloud, when she found he was being defeated in a single combat with Menelaus—a combat which was to have decided the issue of the war. But Jupiter, king of the gods, watching the battles from the crest of the lofty Olympus, at last forbade further interference of this kind on the part of the other gods. Paris sent an arrow into the heel of Achilles—the only vulnerable spot in his body—and the great hero fell dead. When Paris himself was wounded, he sent for Oenone, whom he had so basely deserted, that she might heal him with her magic herbs, as she had once promised to do. But she now refused

her aid, and his wounds proved fatal.

The crafty Ulysses at last saved the day. By his advice, an enormous wooden horse was constructed, and a company of warriors concealed within its hollow body. Leaving the horse near the walls of Troy, the Greeks sailed away, concealing themselves behind the neighboring island of Tenedos. The Trojans believed that their enemy, wearied by the long and unsuccessful conflict, had returned to Greece. Sinon played the part of a deserter from the Grecian ranks, and, first with a wily story of the wrongs he had suffered at their hands, gained the sympathy of the Trojans. Next, he informed them that the wooden horse was a votive offering to Minerva, built of such huge proportions that it might not be drawn within the city walls, and bring them the good fortune intended for the Greeks. Laocoon, the priest of Neptune, warned the Trojans that it was some trick of the artful Greeks and begged them to have nothing to do with it, even hurling his spear into the side of the beast, whence a deep groan resounded. Soon after while the priest was offering a sacrifice upon the shore, three immense serpents arose from the sea, and devoured him and his two sons. The Trojans considered this a just punishment sent by the gods for his desecration of the sacred image. Therefore, regardless of his warning, they made a breach in the wall, and dragged within the city the ill-omened statue. It caught upon the very threshold of the gates, an unpropitious sign, had they but stopped to heed it. As the image was being drawn through the city, Helen walked beside it, calling out, with an exact imitation of the voice of his wife, the name of each of the Grecian heroes in turn. Again, had it not been for Ulysses, who prevented them by force

from answering, Troy would have been saved. Cassandra now foretold the destruction of the city—Cassandra, upon whom Apollo had bestowed the gift of prophecy, but, when she scorned his love, added that her words would never be believed.

It was midnight. All Troy was sleeping, when Sinon released the imprisoned warriors, and opened the gates of the city. The fleet had returned. The other Greeks now entered Troy, and, with burning torches, enveloped the city in flames. Terrible slaughter ensued. The Trojans bravely resisted, but in vain. Even Priam fell, slain by the sword of Pyrrhus, the son of Achilles. Setting sail with the few surviving Trojans, Aeneas wandered for seven years, before reaching Italy, where he perpetuated his native race in the city of Rome. The Greeks returned, victorious, to their native land, their ships laden with plunder and slaves, and Menelaus carried Helen home with him in triumph. Thus did Troy perish. Thus was brought about by stratagem what ten years of fighting had failed to accomplish. Thus the crime of one man caused the destruction of a great and powerful city.

N. S. R. '06.

The Dangers of Modern Democracy.

When one speaks of a democracy, we naturally turn to the United States as the best modern example of that form of government. As one speaks of the dangers of democracy, we turn again to the United States, thinking, as we look back through the years of the republic, that it would be impossible that there be any material danger impending for a nation like ours, with union for its watchword and freedom its guide.

At the time the Constitution was written there were only about three millions of people in the United States, and the men who drew up the Constitution were men who had fought for their liberty, and hence knew its value. Then the greater part of the voters were men of some education. Now a large percent of the voters are ignorant foreigners who are born in monarchies, many of them coming here only because they can get a better living here than at home. This foreign element so far out-numbers the better class of voters, that it does not play the part in politics that it ought, and so keeps out of public life the men qualified for it, for the men of this better class feel that they are in the minority, and so they do not like to enter into a hopeless struggle.

Then as to the manner of voting today, a large percent of these voters do not know for what or for whom they are voting, and will sell their ballot to the highest bidder. There is a lack of patriotism in our democracy; that is, the people do not have the respect for their citizenship that they should, and do not have the love for their government and what it stands for in the highest and best sense.

The average citizens who fill the public offices in our towns and cities, think of Congress as a big town council with the President as a sort of mayor, and thus they think that it would be under-estimating their own ability not to put their neighbors into the national offices. Thus men are put into office that do not have the ability to transact public business. If it is all plain work they may fulfill their duties, but if the work is intricate they haven't the brains to carry it through. There is also the danger of the party-spirit gaining pre-eminence over national spirit, that is, the citizens in their zeal for their party

will forget the nation under which their party acts and of which this party forms a unit. Thus they do not act with enough deliberation, either in choosing officers or in performing the duties themselves if chosen.

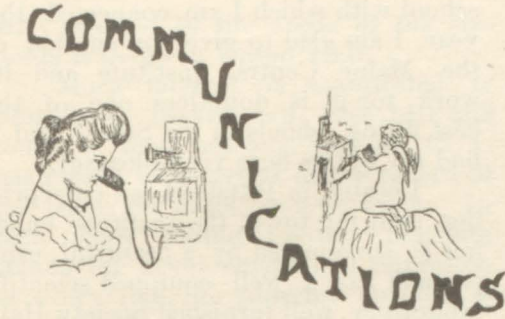
Another danger of democracy is, that the government does not have the control of the people that it should. Now that we have so many foreigners in the country, who were born in monarchies, it needs laws of strict discipline to control them. Then the government cannot concentrate all her energy in case of an emergency. If the country were secluded and had no near neighbors, this would not be important; but to a nation in the position of the United States and having as small a standing army as she does, it might bring disaster. Then as for the foreigners, of whom half do not understand the principles of the government and are entirely uneducated; will they not overwhelm the better class of citizens and so blot out this freedom with license?

Is this not a question for us to carefully consider, we, who, within a few years, will be electing the officers for this democracy, and who, perhaps, will be drawn into a struggle to maintain our nation's very existence as well as the noble principles on which it is based?

J. H. C., '06.



"Have you ever thought of the weight of a word
That falls in the heart like the song of a bird,
That gladdens the spring-time of memory and youth
And garlands with cedar the banner of Truth,
That moistens the harvesting spot of the brain
Like dewdrops that fall on a meadow of grain,
Or that shrivels the germ and destroys the fruit
And lies like a germ at the lifeless root?"



To the students of Gould's Academy:—

I was pleased to receive your editor's request for a few words by way of a communication, yet I rather regretted that the request did not specify, at least in a measure, the subject upon which my remarks were to bear. But having concluded that this was an added privilege given by the editor rather than an oversight, I have ventured to say a few words with reference to conditions in a large university, with which I am now quite familiar.

In the case of many high school students, the question of a university or college education is, by force of circumstances, merely a question of money. Whether a student so situated ought to spend four years beyond his high school course, maintaining himself either by borrowing or by permitting his parents to stint themselves even to the last degree, is a question for himself alone to decide. An outsider can not presume to have his judgment honored. From what college life I have seen in New England and what university life I have seen here in Ithaca, I should say to a young man of scanty means, who wanted to continue his studies beyond his high school course, "*Don't go to a large university, but go to a small college.*" Why? "Because you will get just as much out of it, and perhaps more in point of knowledge acquired, but especially because your limited means will not keep you out of

nearly as much *social life* at a small college as they would at a big university." By social life I do not mean mere gaiety, but I mean that mingling of man with man, that getting acquainted with various sorts of people and thereby getting to know them, things that every college president tries to impress upon the students from the very first, as being of equal value with the books, although he never underestimates the importance of the latter. Many people consider them of even greater value.

This brings me to the point. The reader may already have inferred that here at Cornell all the students are rich. They are not. There are a great many who are very poor, live from hand to mouth, can not even afford to dress respectably, and find one day just like the day before. Some of these, however, more than make up in ability and in personality what they lack in money, and hence are not out of place. But a great many do not, and *are* out of place. One might as well admit it. These students are worthy in point of ambition, and ought to be where worth will count for more. But no one will pardon a grimy collar or necktie on a college man; unfortunately this is just what classifies a great many.

But to turn to the cheerful side, I can see nothing but a pleasant as well as a profitable experience for every man of moderate means, in four years of *university* life. Far from home and friends, it devolves upon a Freshman to show those traits of character which will win him good friends; bad friends he can easily find anywhere. He must remember that he is not the only stranger in the community, that there are hundreds of others just like him, and that by making himself agreeable and by being unassuming, he has the key to friendships that will be life-long.

In most colleges and universities there are fraternities, and other less pretentious organizations, often so many in fact, that membership fails to be an honor. But in a *small college* there is no doubt that it is a great advantage to a man to belong to a Greek letter fraternity, for, as a rule, it is safe to say that there is something wrong with a man who can't gain admission. Of such there are usually but few. In a large university membership in a Greek letter fraternity is something entirely different. In general teams, a fraternity means money and consequent influence. But here at Cornell over half the students are not members in spite of the fact that there are forty-five fraternities, more than at any other college or university in the country. Among these non-members or independents, as they are sometimes called, there are many men of influence and popularity. As examples I might mention the presidents of all four classes, the captain of last year's victorious crew, the inter-collegiate mile champion, and the captain of next year's football team. I do not mean to say that an independent's chances for getting around and meeting many people are better than a fraternity man's, for they are not. But after all, it is the *man* that counts. If an independent is a good fellow, he will get all the social opportunities that fraternity men have, probably through the fraternity men themselves, who will appreciate his good qualities and be glad of his fellowship.

Sincerely yours,

VICTOR M. GEHRING,

G. A. '03. Cornell University, '07.



Dear Herald:—

In response to your letter requesting me to tell you something of the

school with which I am connected this year, I am glad to give you an idea of the Maine Central Institute and its work, for it is doubtless one of the best fitting schools in the State, and I find my duties here very pleasant.

Located in Pittsfield, an enterprising, growing town, the Institute building is surrounded by a beautiful campus and has a well equipped scientific laboratory, well furnished Society Hall, and Powers Hall, in which the school entertainments and socials are held. Cedarcroft Hall, the girls' dormitory, which accommodates four lady teachers and about thirty-five girls, contains a dining room where about sixty students take their meals on the club plan.

All courses are strong, and the teaching force consists of eight instructors. The one hundred and fifty students are, with hardly an exception, attending the school for work, and are actively interested in the school life.

The moral standing of the students is high. The larger part of the students belong to the school Christian Association, which meets on Tuesday evening of each week in the chapel, and most of these are active members. Each class has a Bible Class which meets once a week with one of the students as leader.

Two literary societies, Amicinia for the young men, and Sorosis for the young ladies, hold weekly meetings, carrying out programs of debates, essays, orations, readings and music.

A school paper, The M. C. I., with editors and managers chosen from the Senior and Junior classes, is published at the close of each term. A Reading Room in the Institute building which is supplied with the daily papers, and magazines, is used as a study room for students who room at a distance from the building. Each year a course of lectures and entertainments particu-

larly adapted to the needs of the students is given in Union Hall.

Much interest is manifested in foot ball, basket ball, base ball and tennis in their seasons, and M. C. I. has reason to be proud of the record of her teams for clean, honest work. In fact, while Maine Central Institute stands for development and education in every line, its supreme purpose is the character building of its students.

Always with the best of wishes for Old Gould's, I am,

Sincerely yours,

LILLIAN A. NORTON.

A Glimpse of Bowdoin Campus.

In reply to your request for a short article pertaining to Bowdoin, my only regret is my inability to give you a fair description which will please you and do justice to Bowdoin. In a previous number of the HERALD an alumnus contributed an article pertaining to the founding of the college. I shall attempt to continue with a brief description of the campus and buildings.

The spacious campus of about forty acres with its twelve buildings is situated one mile from the Androscoggin River and about three miles from Casco Bay. As we ascend the hill and pass the College Church, of beautiful Gothic structure, we face a large quadrangular space enclosed by long lines of high elms and hedges, through which we catch glimpses of many buildings with their ancient and modern architecture. Before us lie about twenty acres of broad, green lawns pierced here and there with walks shaded by lines of high arching maples and elms. We pass through the memorial gate of the class of 1878, above which rests the large bronze cast of the Bowdoin seal. Once within the gates we experience a mysterious feeling mingled with deep thought and social

life. Around every building seems to linger secrets of some college prank or profound knowledge in some line of learning which it has yet to reveal. A few steps farther and we are within the quadrangle. Looking directly in front we see about half way down the campus the famous Thorndike Oak. Misshapen and bent, its bark wrinkled and cracked by many Maine storms, it is not as beautiful perhaps as its fairer companions, but in its dying form are many untold secrets of over a century. Scarcely out of its parental shadow flourishes its youthful rogeny, the Thorndike Junior.

The oldest of the nine buildings surrounding the quadrangle is Massachusetts Hall, named for the State from which the college received its charter. This building with its associations has rightly been termed "the nucleus" of what Bowdoin is to-day. It is small and simple in architecture. Within are the offices of the treasurer of the college, and the quaint, old fire place and oven used by the first president of the college. Here also Longfellow and Hawthorne received instruction. The upper floors are given up to the Cleaveland Cabinet, besides other collections, the mineralogical collection which has the special interest of having been the basis of Professor Cleaveland's "Treatise on Mineralogy and Geology," the first systematic treatise on mineralogy published in this country.

On the western side of the campus stand the dormitories. In order of erection they are, Maine Hall, named for the district of Maine; Winthrop Hall, named for Governor John Winthrop of Massachusetts Bay Colony; Appleton, for the second president of the college. Each dormitory is divided by a fire wall into two divisions, Northern and Southern, each containing sixteen suites. Among Bowdoin

students these divisions are peculiarly termed "ends." The interiors are characteristic of most college dormitories.

King Chapel, named in honor of Governor William King, the first governor of Maine, is situated between the dormitories, Appleton and Maine. The chapel is a Romanesque church of undressed granite the facade of which is marked by twin towers and spires which rise to the height of one hundred and twenty feet. Within is the nave, or chapel proper, cut off from the other parts by high partition walls. A broad aisle stretches up the centre, from either side of which rise the ranges of walnut seats after the manner of a cathedral choir. Above the seats to the stained windows, rises an unbroken wall more than thirty feet high, which is checked off into large panels, in which are mural paintings—gifts of college classes and individuals—representing, the Annunciation, the Adoration, the Baptism, the Ascension, Paul preaching at Mars' Hill, the Healing at the Beautiful Gate, St. Michael and the Dragon, Adam and Eve after Transgression, and the Giving of the Law. The ceiling which extends up into the roof has a blue ground overlaid with golden stars. Between the two towers and over the chapel entrance are the music gallery and organ. In the northern tower hangs the college bell which calls us to chapel at 8:20 week day mornings and Sunday afternoon at 4. The exercises, consisting of prayer and reading are usually conducted by the college president.

At the southern end of the campus and facing Memorial and Massachusetts halls is the college library, the recently erected Hubbard Hall, the pride of Bowdoin, the gift of Gen. Thomas H. Hubbard, of the class of 1857, and wife, Sibyl Fahnestock Hubbard. It

is of the 17th century Gothic architecture, with a main entrance through a central projection tower one hundred feet in height. The facade is further broken by semi-circular projections at the ends. Within are found ample accommodations for the college library and its prospective growth, also consultation, lecture, reading rooms and administration offices. In the western wing, on the second floor, is the college reception room, in which are held the college teas, so popular here at present. In the rear is the stack room with its glass floors and steel shelves which render it absolutely fire proof. The library contains more than 82,000 volumes and several thousand unbound pamphlets and is a subscriber to about two hundred periodicals, both American and foreign.

On the east and southern end of the campus is the Walker Art Building designed for exhibition of the art treasures of the college. This building is the gift of the Misses Harriet and Sophia Wheeler Walker of Waltham, Mass., as a memorial to their uncle, the late Theophilus Wheeler Walker. It is Italian in architecture. The main entrance consists of a loggia, in front of which and supporting the wall above, are six Ionic columns of stone. On either side of the loggia are niches containing bronze copies by De Angelis of Naples, of Demosthenes and Sophocles. Pedestals on either side of the ascent to the loggia are surmounted by copies in stone of the lions of the Loggia dei Lanzi. In the centre of the building is Sculpture Hall, beneath a dome which rises to the height of forty-five feet, from which is suspended a large lantern originally intended for the palace of the King of Belgium. The four tympana below the dome, each twenty feet wide, are filled with four paintings, symbolizing the artistic

achievements of Athens, Rome, Florence, and Venice as executed by some of the great masters. From Sculpture Hall open the Bowdoin, Boyd, and Sophia Wheeler Walker galleries. The Bowdoin gallery contains chiefly the collection of about 150 paintings and 150 original drawings by old and modern masters, bequeathed to the college by the Hon. James Bowdoin. The Boyd gallery contains the collection of paintings bequeathed to the college by Col. George M. Boyd of the class of 1810, a collection of Chinese and Japanese works of art, a collection of pieces of American art and several other collections. The Walker gallery contains specimens of ancient glass, Roman sculpture, old Flemish tapestry, Oriental ivory carvings, miniatures and paintings by modern artists of the foremost rank. In this building can be found a range of objects of art as wide as in any place in the world.

The Science Building is on the same side of the campus as the Art Building. It is a gift to the college by Mr. Edward F. Searles, in memory of his wife, Mary Frances Searles, whose name it bears. It is of the Elizabethan style of architecture. In its tower is the college clock which announces the recitation hours. The building is fully adapted to the uses for which it was designed, namely: Chemistry, Physics and Biology. Each department is fitted with all the conveniences which experience has found to be desirable.

Memorial Hall on the northern end, with the buildings already described, complete the quadrangle. It was erected by the alumni and friends and is a memorial to the graduates and students of the college who served in the Union army or navy during the Civil war. It is a granite structure in French Gothic style of architecture.

On the first floor are recitation rooms and offices. The hall, on the second floor, is a spacious room for exhibitions and other exercises. It is adorned with busts and portraits of college presidents, professors, benefactors and distinguished graduates, together with bronze tablets containing the names of two hundred and ninety Bowdoin men who fought to maintain the Union.

Outside the limits of the quadrangle are Adams Hall, which is devoted chiefly to the uses of the medical school, the observatory with its necessary equipments, and the Sargent Gymnasium, fitted with the most improved apparatus for physical exercise. From the gymnasium, a short path leading through the beautiful grove of pines takes us to the Whittier Athletic Field. This field affords an ideal place for the college sports with the excellent Grand Stand, another example of the beneficence of Gen. Thomas H. Hubbard. It stands on a terrace three feet above the field level. The first floor of the interior contains the training quarters of the home and visiting teams. Above on the second floor is the Grand Stand. It has a capacity of seating five hundred and eighty persons.

At the western end of the campus are the memorial gates of the class of 1875, consisting of two tall, white monoliths and a high urn on either side. Besides these buildings there are eight fraternity houses of which Bowdoin can well be proud.

From these few glimpses of our campus and buildings, one might be led to believe that only men of large means can obtain an education here. It is true that nothing at Bowdoin is cheap, everything is of the very highest order; yet the additional outlay, if any, is very small and is fully made up in the quality of what the student is receiving. There is a story that one

often hears, that the student of small means or of no means at all, is excluded from Bowdoin. Unfortunately this story was inspired by those who know nothing of the facts. There is no distinction made between the rich man's son and the young man who works his own way. One is just as highly respected as the other in all the phases of college life. There is no young man with an honest purpose and a determination to work and make everything count, who cannot well afford to come here. He may rest assured that he will be many times repaid for his efforts.

HARRY W. PURINGTON,
G. A. '04, Bowdoin '08.

Reading maketh a full man; conference a ready man, and writing an exact man; and, therefore, if a man write little, he had need of a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not.

Bacon.

He only is advancing in life whose heart is getting softer, whose blood warmer, whose brain quicker, whose spirit is entering into living peace. And the men who have this life in them are the only true lords and kings of the earth—they, and they only!

Ruskin.

Be but yourselves, be pure, be true,
And prompt in duty; heed the deep
Low voice of conscience; through the ill
And discord round about you, keep
Your faith in human nature still.

Elizabeth Whittier.



QUOTATIONS APPLIED.

"True as the dial to the sun."

Robert Thurston.

"Cause I's wicked—I is—I's mighty wicked,
any how, I can't help it."

Marjorie Philbrook.

"Push on, keep moving."

Freshman Class.

"He kissed her lips with such a *clamorous smack*,
Thar, at the parting, all the *school* did echo."

Ernest Holmes.

"A mine full of hidden treasures."

Everett Smith.

"You know I say just what I think and nothing
more or less."

Vivian Dingley.

"Grace and good disposition 'tend your lady-
ship."

Ira Cartlett.

"There is a garden in her face,
Where roses and white lilies show."

Rita Twitchell.

"She has a daily beauty in her life."

Marion Dyer.

"They say, best men are moulded out of faults,
And become much more the better,
For being a little bad."

Hugh Thurston.

"Thy face the index of a feeling mind."

Emma Burk.

"Thou art a fellow of good respect."

Irving Leighton.

"Cares not a pin,
What they said, or may say."

Fred Hall.

"Learning by study must be won."

Wallace Farwell.

"Yea, music is the prophet's art;
Among the gifts that God has sent,
One of the most magnificent."

Bessie Goud.

"I love but thee, I love but thee,
With a love that shall not die
Till the sun grows cold,
And the stars are old,
And the leaves of the Judgment Book unfold."

Verna Kilgore.

"To those who know thee not, no words can paint!
And those who know thee, know all words are
faint."

Miss Carver.

"Diligence is the mother of good fortune."

Maidie Haselton.

"Her voice is soft and sweet and low,
When she gets up to recite.
It sounds a great deal different though,
When school lets out at night."

Lillian Buck.

"Youth, youth, how buoyant are thy hopes!
They turn like marigolds toward the sunny
side."

Mildred Hapgood.

"May all your virtues, with your years, improve."

Charles Deegan.

"So unaffected, so composed a mind;
So firm, yet gentle; strong, yet so refined."

Miss Foss.

"Wise with a wisdom all his own."

Asa Smith.

"A rosebud set with little wilful thorns."

Susan King.

"Studious of ease and fond of humble things."

Leppien Morse.

"As full of spirit as the month of May."

Jeannette Brett.

"He spoke, and into every heart his words
Carried new strength and courage."

Mr. Hanscom.

"A tender heart, but a will inflexible."

Myra Forbes.

"Neat and trimly drest
Fresh as a bridegroom, but his chin unreaped
Shaved like a stubble land at harvest home."

Elton Keene.

"In every hedge and ditch, both day and night,
We fear our death, of every leaf affright."

The Whisperes.

"He freshly and cheerfully asked how a man
should kill time."

Charles Mercier.

"So much is a man worth as he esteems him-
self."

Fitz Vail.

"We have been friends together
In sunshine and shade."

Senior Class.

"He talks of nothing but business, and dis-
patches that business quickly."

Harold Young.

"It may be said that his wit shines at the ex-
pense of his memory."

Philip Barker.

"A sound mind in a sound body."

Gertrude Cobb.

"She ran the chromatics through every key,
And ended triumphant on upper C."

Florence Mercier.

"A merrier man,
Within the limits of becoming mirth,
I never spent an hour's talk withal."

Frank Robertson.

"Yet he was jealous, though he did not show it.
For jealousy dislikes the world to know it."

Dean Pingree.

"Heaven that made me honest, made me more
Than ever king did, when he made a lord."

Charles Forbes.

"In each cheek appears a pretty dimple."

Edith Thurston.

"And thus he bore without abuse
The grand old name of gentleman."

George King.

"Worth, courage, honor, these indeed
Your sustenance and birthright are."

Ernest Bisbee.

"In all thy humors, whether grave or mellow
Thou'rt such a jolly, testy, pleasant fellow;
Hast so much wit, and mirth and spleen about
thee

There is no living with thee, nor without thee."

Harold Hanscom.

"A little child, a limber elf
Singing, dancing to itself."

Mildred Dyer.

"He was a scholar and a ripe good one
Exceeding wise, fair spoken, and persuading
Lofty to them that loved them not
But to those who sought him, sweet as summer."

Mr. Stilson

"We frisk away like school girls
To joy and play."

Bertha Thurston.

"A truer, nobler, trustier heart,
More loving, or more loyal, never beat
Within a human breast."

Mabel Gleason.

"For contemplation he, and valour formed."

Albert Burk.

"I'm no proud fellow, but a lad of mettle, a
good boy."

Forrest Keene.

"Fire in each eye, and papers in each hand
They rave, recite and madden round the land."

Senior Essayists.

"Thus far our fortune keeps an upward course,
And we are graced with wreaths of victory."

Basket Ball Team.

"The moving moon went up the sky
And nowhere did abide;
Softly she was going up
And a star or two besides."

Philip Barker.

"There is nothing half so sweet in life as love's
young dream."

Agnes Hutchins.

"I everywhere am thinking
Of thy blue eyes' sweet smile."

Frank King.

"The ladies call him sweet
Even the stairs, as he treads on them, kiss his
feet."

Perley Speed.

"None knew thee but to love thee,
None named thee, but to praise."

Mabel Abbott.

"Ever absent, ever near
Still I see thee, still I hear,
Yet I can not reach thee, dear!"

Neda Richardson.

"Take no repulse, whatever she doth say
For 'get you gone,' she doth not mean 'away,'"

John Carter.



SCHOOL NOTES.

During the first weeks of the winter term, a few basket-ball games were played in the Gym by the Junior and Freshmen boys against the Seniors and Sophomores. The Juniors and Freshmen won in all the games. These games afforded good practice, and the good attendance both of the students and outsiders showed a good degree of interest.

The following students entered the Academy at the beginning of the winter term:

Tessie Eames,	North Waterford, Me.
Guy Cole,	Bryant's Pond, Me.
Earle McAllister,	West Stewartstown, N. H.
Irving Leighton,	Shelburne, N. H.

Thursday evening, Jan. 3, the students of the Academy were pleasantly entertained by Professor and Mrs. Hanscom at their home on Church street. The evening was spent in playing interesting games, after which dainty refreshments were served.

The students of the Academy enjoyed a Christmas recess of four days.

We are pleased to welcome Vivian Dingley, Rena Eames, Marjorie Philbrook, Bessie Goud, Hugh Thurston, Harlan Bean and Byron Cummings back to school this winter.

The members of the Senior class read original essays before the school, Friday afternoon of the eleventh week.

The following were the subjects :

One To day is Worth Two To-morrows,	MARION DYER.
A Backward Look,	CHARLES FORBES.
Unknown Heroes,	NEDA RICHARDSON.
Famous Friendships,	MABEL GLEASON.
The Influence of Character,	GRACE KENDALL.
Through Trials to Glory,	MABEL ABBOTT.
The Value of History as a Study,	Jeannette Bre.t.
The Dangers of Modern Democracy,	JOHN CARTER.
Past and Present,	HAROLD YOUNG.

Melville C. Day of New York City, a former student of "Old Gould's," has recently shown his devotion to the school by giving a check for \$50.00 to be used in replenishing the Academy library. During the past two years over a hundred select books have been added to the school library, through the generosity of this loyal son to whom we all feel deeply grateful.

During the winter term, the school has been visited by all the members of the class of '05.

Prof. Huddleston of the University of Maine visited the school during the term and inspected the different classes.

Socials have been held after nearly all of the basket-ball games.

On the last afternoon of the fall term a merry crowd of G. A. girls had a genuine college spread in the Gym. After everything had been eaten except the olive pits and sardine boxes, extemporaneous toasts were given and the rest of the time was spent in jolly school-girl fun.

Friday evening, Feb. 23, in the

Congregational dining hall, the members of the girls' basket-ball team gave a banquet in honor of the *boys'* team, which has been remarkably successful this year. After partaking of the sumptuous repast, the toast-mistress of the evening, Miss Gleason, introduced the following speakers, who responded both eloquently and cleverly : Prof. F. E. Hanscom, Neda Richardson, Mildred Dyer, Fitzmaurice Vail, George King. The students then gathered in the chapel parlors and spent the remaining part of the evening in playing games and having a good time generally. Just before going home they all collected about the home of Prof. Hanscom and gave several hearty cheers for "Old Gould's."

The annual entertainment given for the benefit of the Athletic Association by the students of the Academy, took place Friday evening, Nov. 24, at Odeon Hall. The hall was filled with a large and appreciative audience and the entertainment was a complete success in every way. The pantomime, "The House that Jack Built" was very well and cleverly presented. Also the selections given by the male quartet, consisting of Messrs. Robertson, King, Carter and Stilson, were worthy of commendation. The farce, which was the principal feature of the evening, was extremely well acted. The following is the program:

SELECTION,

GIRLS' CHORUS.

RECITATION—The Legend of Bregenz,
FITZMAURICE VAIL.

SELECTION,

MALE QUARTET.

HOUSE THAT JACK BUILT.

RECITATION—Toussaint L'Ouverture,
JOHN CARTER.

SELECTION,

MALE QUARTET.

FARCE—"Trying it on Beldon."

CAST OF CHARACTERS.

MR. BELDON,	Ernest Holmes.
OLIVER BELDON,	Harold Young.
JACK PHELPS,	George King.
DR. KNOWITALL,	Charles Forbes.
DR. FUSSY,	Elton Keene.
DR. SMOOTHINGTON,	Fitzmaurice Vail.
DR. MERRYBONE,	Frank Robertson.
MRS. MARIA BELDON,	Mabel Gleason.
AUNT SOPHRONA,	Verna Kilgore.
JESSIE BELDON,	Susan King.
CILLY,	Jeanette Brett.

SENIOR ABBREVIATIONS.

N. F. R.	Never Fears Rivals.
C. A. F.	Craves After Fame.
J. H. C.	Just Hates Chaperones.
M. W. G.	Merry, Wilful Girl.
J. H. Y.	Judicious, Honest Youth.
M. C. D.	Masticates Candy Daily.
N. S. R.	Never Subdues Risible.
G. A. K.	Gentle, Affectionate Kid.
R. J. B.	Reads <i>Jonsonian</i> Books!
M. L. A.	Moodily Leaves Algebra.

Christmas Gift to Professor Hanscom.

The Christmas spirit so overflowed its boundaries in Bethel, that upon Wednesday morning following Christmas day, Gould's Academy received a bright baptismal wave that seemed to carry to high water mark the beautiful sentiment of this best time of the year.

As the bell reassembled the school after its brief holiday, a group of neighbors, interested strangers and honored trustees entered the Academy and were quietly seated, joining in the devotional exercises. As the exercises ended, an expectant hush followed; the large doors of the library were opened, and Messrs. Vail and Young bore into the room a large picture in a beautiful Florentine frame, placing it upon the desk, and standing guard over its safety.

Following them, came Miss Ola

Hutchins, who in a very expressive manner, spoke as follows:—"Upon the ceiling of an old Roman palace belonging to the Rospigliosi family, there is a famous painting which is considered one of the art treasures of Rome. Taine thus describes it:

"The God of Day is seated on his chariot, surrounded by a choir of dancing Hours, preceded by the early morning Hour, scattering flowers. The deep blue of the sea, in the original, with the green earth far below; the rosy clouds surrounding one as the beholder seems to stand beside these figures—gives the most marvelous effect. The picture is called the "Aurora," and the artist, whose masterpiece it is—was Guido Reni—born in 1575."

A copy of this picture stands before you, said, by those who have seen the original, to be a remarkable reproduction of the soft colors of the famous fresco in Rome.

It is the happy fortune of the pupils of Gould's Academy to have obtained this picture as a present for their respected teacher, Mr. Hanscom, and for Mrs. Hanscom's pleasure, as it will hang on the walls of their home.

There has been a very beautiful lesson given the pupils of Gould's Academy this last year. We have seen how grown men and women revere and love one who will always be to them "The Beloved Teacher."

We, in our day, wish to cultivate a gratitude that will, in coming years, place us beside them in appreciation of the man who is to us what Dr. True was to them. As an expression of this morning hour of our lives, we present our "Beloved Teacher" with the "Aurora."

Mr. Hanscom received the Christmas gift for himself and Mrs. Hanscom, expressing sincere pleasure in the relations existing between pupils

and teacher which made the gift valuable. The true teacher showed itself in the parental tone throughout his remarks. That his pupils are to him what he called them, "my boys and girls," no one can doubt, and those privileged to be present felt themselves broadened in sympathy, and with a deeper interest in our Academy from having shared in this Christmas aftermath.

Alumni Personals.

Miss Lillian Norton, a former teacher in Gould's Academy, now preceptress of Maine Central Institute, came to Bethel to attend the Prize Declamations.

Fenwicke L. Holmes, '02, now a senior at Colby, is President of the Colby Debating Club.

Dr. and Mrs. Norman Gehring, *nee* Bertha Wiley, both graduates of Gould's, have recently removed from Portland, Maine, to Oklahoma.

Miss Agnes Barton, '04, has returned to Boston to continue her work at the college of oratory.

Mr. Merritt B. Gay, '00, is teaching in Shaw's Business College, Portland.

Mr. Widd Twaddle, '03, was recently called home from Bowdoin Medical School on account of the severe illness of his father.

Gotthard Carlson, Everett Brown and Alton Richardson are seniors at the University of Maine.

Miss Lyle Blanchard, '05, has just closed a successful term of school in Bethel.

Miss Barbara Carter, '00, has spent the winter in Bethel.

Miss Adelia Morse, '01, made a pleasant call at the Academy not long ago.

Mr. Frank Weed, '03, now a junior at Bowdoin, attended the Academy Fair.

Prize Declamations.

The annual Prize Speaking contest of Gould's Academy, which is always looked forward to with anticipation and attended with much interest by the people of Bethel, occurred in Odeon Hall on Friday evening, March 2.

With Miss Hapgood, '08, at the piano, the speakers were marshalled in by Mr. Hugh Thurston, '08, after which the following program was presented:

MUSIC.

INVOCATION, REV. F. E. BARTON
Piano Solo, ELSIE MARION HALL
"Boots," *Anonymous.*

T. FITZMAURICE VAIL.

The Day of Precious Penalties, *Marion Hill.*
JENNIE ALMIRA FORBES.

Cut Off from the People, *Hall Caine.*
PHILIP MERTON BARKER.

Music,

MIXED QUARTETTE.

The Fountain of Youth, *Hezekiah Butterworth.*
VERNA MAUDE KILGORE.

The Man Without a Country,
Edward Everett Hale.

JAMES HAROLD YOUNG.

A White Lily, *Mary L. Wright.*
FLORENCE HELENA MERCIER.

Music,

MIXED QUARTETTE.

The Unknown Speaker, *George Lippard.*
ERNEST S. HOLMES.

"Country's" Victory, *Jesse Sartell.*
NEDA FLORENCE RICHARDSON.

Piano Duet. MISSES GOUD AND HAPGOOD.

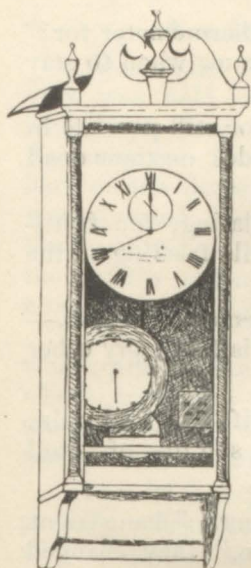
AWARD OF PRIZES.

The judges were Mr. R. J. Everett, East Poland, Me.; Supt. C. P. Barnes, Norway, Me.; Miss Blanche Lord, Oxford, Me. There were two first prizes offered which were awarded as follows: For the young ladies, Miss Florence Mercier; the young gentlemen, Mr. Harold Young.

Statistics of the Class of 1906.

NAME.	AGE.	KNOWN AS.	HEIGHT.	WEIGHT.	SIZE OF SHOE.	DISPOSITION.	COMPLEXION.	BY-WORD.
Abbott, Mabel	17	Bab	5 ft. 4 3-4 in.	124 lbs.	4 1-2	Tranquil	Natural	Whee!
Brett, Jeanette	18	Topsy	5 ft.	108 lbs.	2 1-2	Obstinate	Just Right	Gracious!
Carter, John	19	John	5 ft. 5 in.	138 lbs.	8	Jolly	Pie-Bald	Hi! Hi!
Dyer, Marion	17	Honey	6 ft. 6 in.	1 ton.	5	Affable	Rose-tinted	By the great horn spoon
Forbes, Charles	18	Forbes	5 ft. 10 1-2 in.	137 lbs.	9	Studious	Brilliant	My!
Gleason, Mabel	17	Mab	5 ft. 7 in.	98 lbs.	3	Winsome	Divinely fair	Fiddle!
Kendall, Grace	18	Grace	5 ft. 4 3-4 in.	140 lbs.	4 1-2	Variable	Dainty	Mercy!
Richardson, Neda	19	Need	5 ft. 3 3-4 in.	131 lbs.	4	Whimsical	Pale	Holy Macinaw!
Russell, Shirley	20	Shirl	5 ft. 5 in.	136 lbs.	4	Vivacious	Sandy	Isn't that killing!
Young, Harold	20	Hal	6 ft. 7 in.	135 lbs.	8	Serene	Sun-burned	Great Scott!

NAME.	FORTE.	FAVORITE STUDY.	FAVORITE DISH	ASPIRES TO BE.	FAVORITE SONG.
Abbott, Mabel	Arguing	Anatomy	Lobster salad	Surgeon	"Page 17"
Brett, Jeanette	Eating	Children	Moldy cheese	Kindergartener	"Rule Britannia"
Carter, John	Spooning	Dictionary	Buckwheat cakes	Senator	"Blue and the Gold"
Dyer, Marion	Talking	Little Boys	Anti-fat	Prima Donna	"I'm wearing my Heart Away For You"
Forbes, Charles	Musing	Books	Steamed Clams	Walking Encyclopedia	"Just One Girl"
Gleason, Mabel	Acting	Fashions	Pickles	Queen	"Love's Adoration"
Kendall, Grace	Scolding	Cook Book	Ice Cream	Deaconess	"Same as Marion's"
Richardson, Neda	Dancing	Clock	Pig's tongue	Nurse	"There's Noboby Just Like You Sweetheart"
Russell, Shirley	Giggling	Birds	Grapes	Preceptress	"When the Sunset Turns the Ocean's Blue to Gold"
Young, Harold	"Eloquuting"	Mirror	Stuffed Olives	Dude	"When Father Laid the Carpet on the Stairs"



*Under
The
School
Clock*

"Gee."

"Rats ! !"

"Jacob."

"Ketchup."

"Pickles."

"Scazziza ! !"

"It was a woman."

"I'm going home."

"Don't kill the cat."

"Mechanic Ball's Fall."

"Please hook my dress."

"Where is my shingle?"

"Doll, get off my toe ! !"

"Got your essay back yet?"

"Widow of William Wiggins."

"Instantly vociferate—Police."

"Have you whispered to-day?"

"Bones," a new form of "bonus."

"The little back second floor room."

"Keep the cat out of the pantry."

"He cried with his voice."

"Can't you find that corner?"

"Where are the cows kept?"

"That must be little Jacob."

"Pull down your belt then."

"Look out for the crockery."

"Ask Bobby if it was a dream."

"You mop the floor, and I will dry up."

"Hold your hands, I mean hold off."

"Say, let's put our money in the bank."

"As handsome as that picture there."

"Why ! I thought that was awfully funny."

Teacher in exam.—"Give present of 'ordior.' "

Miss R. gets a little ahead in translating Virgil.

"Did you feel the shock when Perley fell?"

"Jeanie can't hear, I will get her some glasses."

"Why don't you speak when you're answered to?"

A new "J. V. F." society has been formed recently.

"If there is any holding hands back there, well—"

"Are you going to take a music lesson with me to-night?"

"Say, can't you come down?"
"Well, I don't know, can't you come up?"

Any one who wishes to know about the mighty wife of Venus may find out concerning her from Miss Dyer.

"Well, mamma wants me. I must be going now."

"Miss G. and Mr. F. both seem to be in the same boat."

"Thus she bowed her eyes, her hands, her mouth."

"Rah, rah, rah! rah, rah, rah! rah, rah, rah! Ribbons."

"Let's waltz." "All right, now what key do we start in?"

T.—"Did you ever see a gnome?"
Miss B.—"Why I don't know."

"Will some one kindly inform Miss Dyer which is her left hand."

T.—"What is the English of *physionomie*?" Miss B.—"Physog."

Ask Miss King if you can draw right angles in more than one direction.

WANTED.—A pronouncing dictionary for the the Senior Lit. class.

"Here comes Dr. Knowitall; I do hope he'll stay away while the rest are here."

Miss Dyer still persists in having that man pin his clothes with pine knots.

Recently there was a special meeting on the Academy steps at 6:45 o'clock.

Miss F. in Senior English—"How could you divide your big head Mr. Barker?"

Miss Buck has a remedy for that "Far away look." What is it? Why, Paw-Paw.

Don't get mixed up with the extras, but go home with the girl you came with.

Wanted to know in the Virgil class, how to translate, "*nec lucidus aethia sideria polus*."

T.—"What is a thermometer for?"
Mr. T.—To let you know when to stay in.

That ardent Senior still persists in having men writing odes on their dead wives.

Miss D.—Translating, "*en fretilant de la queue*," "while frisking on the wharf."

Miss F. in Senior English.—"After we leave life, is there any other main heading?"

T.—Give the life of Lincoln.
Mr. P.—He was the son of—of—well of some man anyway.

Mr. L.—Translating, "*changeaient en cratase la cuisine*," they changed the cook into a crator.

"If any young ladies of the Junior class have any small pox signals please return them to their owners."

Miss F. in Senior English—"How could you divide your appearance so that it would look a little better?"

T.—"Compare black." Bright scholar—"It isn't compared. If any thing is black, it can't be blacker."

T.—"Is the verb 'is' strong or weak? Mr. H.—"Well not so very strong, not very weak, I guess about half way between."

Carter Shoe Store!! Full supply of ladies' shoes and rubbers. For further information apply to N. F. R., Church street, Bethel.

A smart Junior in the Geometry class made the announcement that if four quantities are in proportion they were in proportion by alliteration.

We would suggest to certain Senior girls that they are old enough to know better than to peek through key-holes. But if disturbed in their occupation always be sure to look behind them.

Academy Fair.

The annual Fair of Gould's Academy was held in Garland Chapel, Thursday afternoon and evening, February 8. The students had worked hard on the decorations, and when all were finished, they felt well repaid for their efforts, as every one pronounced the booths among the prettiest ever erected at any of our fairs.

The Senior booth, of purple and white, graced the center of the room, where, under the airy canopy, a numerous and dainty display of fancy goods was offered for sale.

The Juniors presided over a table prettily constructed with blue and white bunting and had on sale many domestic articles as well as a few fancy articles less expensive than those on the Senior booth.

At previous Fairs the Sophomores have sold pictures in connection with fish from the fish-pond, but this year, that class wished to introduce a new feature, so they had a mysterious fortune-teller, who gave you your fortune written on a card with your future husband or wife's picture, all for five cents.

The Freshmen did a rushing business at their pretty green and white table, for there was hardly a moment during the afternoon when there was not a crowd gathered about the booth, buying the delicious home-made candy on sale there.

Those in charge of the Alumni table spent much time in arranging their part of the Fair's decorations and that they succeeded admirably was made manifest, when the curtains were drawn aside from the chapel parlor and disclosed it transformed into a Japanese garden. Here the young ladies, dressed in Japanese costumes, served chocolate, Russian Tea and cakes at daintily set tables. At a side table was

a fine display of fancy articles, contributed by loyal alumni, among which were banners and sleeve-bands in Academy colors, with many other dainty and useful articles. The young ladies who had charge of this department are to be congratulated upon their success, as they cleared \$65.00.

After the bountiful supper, served in the dining hall at six o'clock, a short entertainment was given in the chapel. The program consisted of selections by the Girls' Chorus, piano solos, and duets, with selections by the Male Quartette. A laughable farce, entitled "Box and Cox" closed the evening's performance. The cast of characters was as follows:

Box,

John Carter.

Cox,

George King.

Mrs. Bouncer, (Landlady),

Mabel Gleason.

This was the most successful Fair ever held under the auspices of the Academy, the total proceeds being \$165.00. The teachers and students extend their thanks to all, who, in any way, helped to make it a success.

Roll of Honor.

The following students in attendance at Gould's Academy for the term ending March 2, 1906, are entitled to have their names placed upon the Roll of Honor for excellence as indicated below. Excellent signifies an average rank above 95 per cent.

DEPARTMENT.

Class A: Mabel Abbott, Erva Bartlett, Mildred Dyer, Anna Deegan, Tessie Eames, Charles Forbes, Margaret Forbes, Florence Haselton, Maidie Haselton, Alice Powers.

Class B: Beulah Bartlett, Gertrude Cobb, Vivian Dingley, Myra Forbes, Bessie Goud, Ola Hutchins, Verna Kilgore, Grace Kendall, Irving Leighton, Leppien Morse, Emily Tuell, Francena Wentworth.

Class C: Ralph Blake, Mildred Dyer, Eva Farwell, Elton Keene, Hattie Morrill, Annis Pingree, Frank Robertson, Edith Thurston.

Class D: Jeanette Brett, Natalie Barker, Albert Burk, Emma Burk, Byron Cummings, Philip Chapman, Elton Coolidge, Harry Coolidge, Guy Cole, Charles Deegan, James Deegan, Mabel Gleason, Arthur Herrick, Mildred Hapgood, Forrest Keene, Frank King, Gladys Morrill, Neda Richardson, Asa Smith, Everett Smith, Rita Twitchell.

In the above list, those included in class A, were given a rank of excellent by all their teachers; Class B, by three teachers; Class C, by two teachers; Class D, by one teacher.

SCHOLARSHIP.

Class A: Erva Bartlett, Gertrude Cobb, John Carter, Annis Pingree.

Class B: Ernest Buck, Vivian Dingley, Myra Forbes, Margaret Forbes, Ernest Holmes, Fitzmaurice Vail.

Class C: Mabel Abbott, Beulah Bartlett, Ernest Bisbee, Ralph Blake, Sylvanus Browne, Byron Cummings, Marion Dyer, Mildred Dyer, Charles Forbes, Mabel Gleason, Florence Haselton, Verna Kilgore, Forrest Keene.

In above list those in Class A, received a rank of excellent in three or more studies; those in Class B, in two studies; those in Class C, in one study.

ATTENDANCE AND PUNCTUALITY.

Mabel Abbott, Beulah Bartlett, Ernest Bisbee, Jeanette Brett, S. H. Browne, Natalie Barker, Lillian Buck, Gertrude Cobb, John Carter, Philip Chapman, Vivian Dingley, Marion Dyer, Mildred Dyer, Anna Deegan, Rena Eames, Tessie Eames, Charles

Forbes, Myra Forbes, Eva Farwell, Bessie Goud, Florence Haselton, Maidie Haselton, Fred Hall, Ernest Holmes, Mildred Hapgood, Susan King, Verna Kilgore, Florence Mercier, Annis Pingree, Marjorie Philbrook, Neda Richardson, Perley Speed, Emily Tuell, Robert Thurston, Edith Thurston, Fitzmaurice Vail, Harold Young.

Memory Gems from Holmes.

The best part of our knowledge is that which teaches us where knowledge leaves off and ignorance begins.



Hope—only Hope—of all that clings
Around us, never spreads her wings.



It is faith in something and enthusiasm for something that makes life worth looking at.



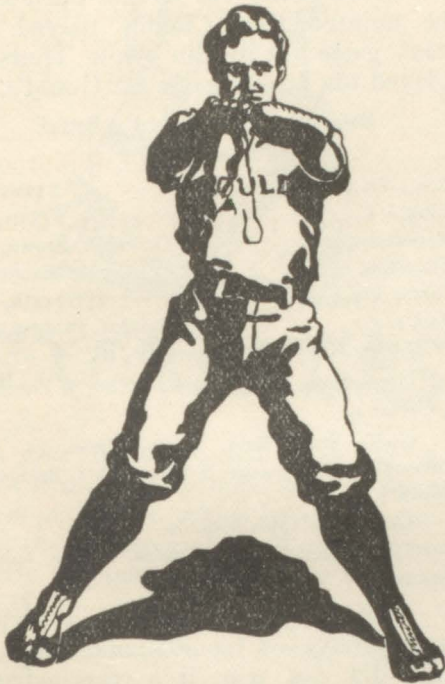
We count the broken lyres that rest
Where the sweet wailing singers slumber,
But o'er their silent sister's breast
The wild flowers, who will stoop to number?
A few can touch the magic string,
And noisy fame is proud to win them;
Alas for those that never sing,
But die with all their music in them!



Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine own outgrown shell by life's unresting sea.



I find the great thing in this world is not so much where we stand, as in what direction we are moving.



ATHLETICS.

At the beginning of the season this year it was difficult to predict what sort of a basket-ball team Gould's would be able to turn out, but thanks to the hard work of the boys and their referee, Frank King, the school now has a fine team whose record can be obtained by examining the following report of the games played. The games at home were well attended by the Bethel people, and, while those away from home were played at such times that many were prevented from going, still there were some always ready to go with the team and support it as far as they could. Taking everything into consideration, we feel that the basket-ball season has been very successful, and the prospects are that there will be a good base-ball nine, when the boys once get in practice this spring.

Mechanic Falls' Game—Played at Mechanic Falls. LINE-UP.

GOULD'S.	MECHANIC FALLS.
King, l. f.,	Allen, l. f.
Robertson, r. f.,	Bridge, r. f.
Thurston, c.,	Rounds, c.
Carter, l. g.,	Purington, l. g.
Vail, r. g.,	Leland, r. g.

Score—Gould's 27, Mechanic Falls 25.

Goals from field, Gould's—King 3, Thurston 3, Vail 2, Robertson 1.

Goals from fouls, Gould's—Vail 6, King 3.

Goals from field, Mechanic Falls—Allen 8, Rounds 4.

Goals from fouls, Mechanic Falls—Bridge 1.

Time—First half, 20 minutes; second half 15 minutes.

In this game the chief feature was the goal throwing of Allen. This was Gould's first game, and the playing of the Gould's boys was slower than in any of the following games, especially with Carter, whose guarding was very erratic in the first half.

Berlin Game—Played at Berlin. LINE-UP.

GOULD'S.	BERLIN.
King, l. f.,	Laffin, l. f.
Robertson, r. f.,	Stuart, r. f.
Thurston, c.,	Torsuey, c.
Carter, l. g.,	McGivney, l. g.
Vail, r. g.,	Jacobs, r. g.

Score—Gould's 47, Berlin 8.

Goals from field, Gould's—Robertson 9, Vail 5, Thurston 4, King 2, Carter 2.

Goals from fouls, Gould's—King 5.

Goals from field, Berlin—Jacobs 1.

Goals from fouls, Berlin—Stuart 7.

The principal feature of this game was the goal throwing of Robertson, while all the players put up a steady, fast game.

Mechanic Falls' Game—Played at Bethel. LINE-UP.

GOULD'S.	MECHANIC FALLS.
King, l. f.,	Allen, l. f.
Robertson, r. f.,	Leland, r. f.
Thurston, c.,	Bridge, c.
Carter, l. g.,	Harris, l. g.
Vail, r. g.,	Purington, r. g.

Score—Gould's 37, Mechanic Falls 9.

Goals from field, Gould's—King 3, Robertson 5, Thurston 4, Carter 1.

Goals from field, Mechanic Falls—Allen 1, Bridge 2.

Goals from fouls, Gould's—King 7, Vail 4.

Goals from fouls, Mechanic Falls—Bridge 3.

Time—Two 20 minute halves.

This game was a little too one sided to be interesting, but it was a good, clean game.

Gorham Game—Played at Bethel.

LINE-UP.

GOULD'S.

King, l. f.,

Pingree, r. f.,

Thurston, c.,

Carter, l. g.,

Vail, r. g.,

Score—Gould's 28, Gorham 6.

Goals from field, Gould's—Pingree 5, Thurston 4.

Goals from field, Gorham—Stahl 1, C. Hamlin 1, Morgan 1.

Goals from fouls, Gould's—King 10.

Goals from fouls, Gorham—Morgan 2.

Time—Two 20 minute halves.

The game was a little more rough than some of the others, but very excellent work was done by both sides, especially for Gould's by Pingree and King.

Berlin Game—Played at Bethel.

LINE-UP.

GOULD'S.

King, l. f.,

Robertson, r. f.,

Thurston, c.,

Carter, l. g.,

Vail, r. g.,

Score—Gould's 48, Berlin 4.

Goals from field, Gould's—King 3, Robertson 4, Thurston 7, Carter 5, Vail 3.

Goals from field, Berlin—Laffin 1.

Goals from fouls, Gould's—King 3, Vail 1.

Goals from fouls, Berlin—Stuart 2.

Time—First half 20 minutes, second half 15 minutes.

BERLIN.

Stuart, l. f.

Wheeler, r. f.

Laffin, c.

Jacobs, l. g.

McGivney, r. g.

This game, was so one sided as to be uninteresting. Laffin played the best game for Berlin while Thurston played the fastest game for Gould's.

Bates '08 Game—Played at Bethel.

LINE-UP.

GOULD'S.

King, l. f.,

Robertson, r. f.,

Thurston, c.,

Carter, l. g.,

Vail, r. g.,

Score—Gould's 26, Bates '08, 26.

Goals from field, Gould's—King 5, Thurston 3, Carter 1.

Goals from field, Bates—Fraser 1, McCullough 1, Schumacher 8, Ellsworth 1, Bridges 1, Brown 1.

Goals from fouls, Goulds—King 8.

Time—First half 25 minutes, second half 20 minutes.

This was the hardest game played by the boys of Gould's, and although they did not win, it is recorded as a victory in the minds of those who witnessed the playing. The principle feature of the game was the goal throwing of Schumacher, while Thurston and Vail played a fast game for Gould's.

Edward Little High Game—Played at Bethel.

LINE-UP.

GOULD'S.

King, l. f.,

Robertson, r. f.,

Thurston, c.,

Carter, l. g.,

Vail, r. g.,

Score—Gould's 22, Edward Little 4.

Goals from the field, Gould's—King 3, Robertson 2, Thurston 2, Carter 1.

Goals from the field, Edward Little—Coombs, l. Bartlett 1.

Goals from fouls, Gould's—King 1, Vail 5.

Goals from fouls, Edward Little—Coombs 2.

Time—20 and 15 minute halves.

This game was interesting, although somewhat rough. The Gould's boys showed lack of practice by the way in which they missed goals.

EDWARD LITTLE.

Coombs, l. f.

Haskell, r. f.

Bearce, c.

Smith, l. g.

Skinner, Bartlett, r. g.



EXCHANGES.

Our exchange list thus far has been small, but we hope soon to see all those exchanges which have been coming to us regularly. We will also gladly welcome any new ones and send the HERALD in return.

The Chronicle is a very scholarly paper.

There are some fine reproductions from photographs in the Megunticook.

The Quill is an original little paper and is always welcome.

The High School Register contains some excellent articles.

The literary department of the Stranger is very good.

The Leavitt Angelus is a clever paper.

The Coburn Clarion has an attractive cover design.

The Pulse is a well written paper.

"The Prospective Freshman" in the Tripod is well worth reading.

The Student has many good qualities and reflects great credit on its editors.

Other exchanges on our table are :

The Semester.

Yahara.

Bowdoin Orient.

Maine Campus.

Rumford Falls Spray.

Academy Bell.

The Stranger.

Colby Echo.

Huisache.

Recitation

Hesitation

Ponybalked

Ruinution.

Ex.

They said she must not worry,
Nor sit up late to cram,
Nor have a sense of hurry,
In writing her exam.

And so she did not worry,
Nor sit up late to cram,
Nor have a sense of hurry,
And she flunked in her exam.

Ex.

Teacher—"Translate, 'non scio.' "

Bright Student (after a pause)—
"I don't know."

Teacher—"Correct."

Ex.

Mrs. Flanagan—"I want a pair of shoes for my boy."

Salesman—"French Kid, ma'am?"

Mrs. Flanagan—"No, sor! Irish."

Ex.

Not long ago a teacher asked a boy to give the principal parts of a verb, to skate; and he wrote on the exam. paper—"Skati, Slipperi, Falli, Bump-tum. The teacher wrote on his paper: "Fail, failure, flunki, suspendum."

Ex.

Teacher—"Why don't you speak louder?"

Pupil—"A soft answer turneth away wrath."

Ex.

Said the shoe to the stocking,
 "I'll wear a hole in you;"
 Said the stocking to the shoe,
 "I'll be darned if you do."

Ex.

Teacher—"If you do your lessons well, I will give you 100 per cent. What kind of a condition is that?"

Student—"Contrary to fact."

Ex.

Little girl (entering a grocery store)—"Ain't you got no aigs?"

Grocer—"I ain't said I ain't."

Little girl—"I ain't asked you is you ain't; I asked you ain't you is; is you?"

Ex.

A teacher was explaining to a little girl how the trees developed their foliage in the spring. "Oh yes," said the little miss, "I understand; they keep their summer clothes in their trunks."

Ex.

Alice rushed in from the garden where she had been picking flowers. She was badly stung by a bee and was sobbing pitifully, "Oh, mamma" she cried, "I burned me on a bug."

Ex.

"No, Mr. Penwiggles," said the fair girl to the literary youth who had proposed; "I cannot accept you, but that does not imply—"

"I know what you would say," he interrupted, bitterly, "a rejection does not imply any lack of merit, but a number of circumstances render an article unsuitable. It's the old story."

Ex.

Professor—"What comes under the head of man?"

Student—"His neck."

Ex.

Doctor (to Mrs. Perkins whose husband is ill)—"Has he had any lucid moments?"

Mrs. Perkins (with dignity)—"E's ad nothing except what you ordered, doctor."

Ex.

Lady (getting out of crowded trolley)—"I am thankful to get out of that car. I have had to stand on one foot the whole time."

Voice (from far corner)—"And that foot was mine."

Ex.

Ralph had, to the comfort of his mother, conducted himself in a most exemplary manner throughout the repast. At dessert the lad gazed longingly at some fruit at the farther end of the table, but much to his disappointment, he was not asked to have any of it. It chanced that the hostess, observing the set expression on the boy's face, and being, of course, entirely ignorant of the cause thereof, said: "And of what are you thinking so earnestly, little man?"

"Mother, told me," came in swift response, "not to take two apples, and I was thinking that I'd be mighty lucky to get one."

Ex.

"Mother," said little Edith, "may I go out in the garden?"

"Certainly not, my child, you must stay in and study your nature books."

Ex.

Teacher—"Do bats fly in the day time?"

Pupil—"Yes."

Teacher—"What kind."

Pupil—"Brick-bats."

Ex.

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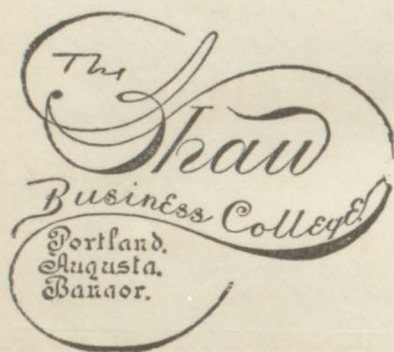
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